

# **KENTUCKY DEPARTMENT OF EDUCATION**

## **STAFF NOTE**

### **Review Item:**

703 KAR 5:140, Requirements for school and district report cards (amendment to existing regulation)

### **Applicable Statute or Regulation:**

KRS 158.031, KRS 158.6453(20)

### **Purpose:**

To review proposed revisions to regulatory language that will align the school report card program to Kentucky's new accountability model.

### **History/Background:**

***Existing Policy.*** Senate Bill 1 (SB1), passed by the 2009 Kentucky General Assembly, established multiple assessment requirements and charged the Kentucky Board of Education (KBE) to create the new accountability system to classify districts and schools. With the guidance and approval of the KBE, the new accountability model, Unbridled Learning: College- and Career-Ready for All, offers a balanced approach organized around the KBE's four strategic priorities of next-generation learners, professionals, support systems and schools/districts.

Next-Generation Learners, the first component of Kentucky's new accountability model, begins in 2011-2012. The implementation of Next-Generation Learners requires that related programs based on assessment data be aligned to the new accountability model. Kentucky legislation created a school report card program before the No Child Left Behind Act of 2001 made school report cards a federal requirement.

The proposed revisions limit the report card to data required by state and federal legislation. The revisions remove the demands that data collection and narrative production make on school and district resources. Finally, the revisions eliminate ineffective indicators of school and district performance and indicators, or information already collected and available to the public in other venues.

The proposed school report card revisions may be organized into three areas: alignment of terminology with current requirements, addition of clarifying language and elimination of ineffective or unnecessary data. The following summary outlines the proposed revisions.

1. Alignment of terminology with current requirements in relevant statute and regulation:

- a. “Unbridled Learning: College/Career-Ready for All Accountability System” replaces “Commonwealth Accountability Testing System”
  - b. “1<sup>st</sup> Degree Assault” replaces “Aggravated Assault”
  - c. “Meeting the Kentucky Department of Education’s Office of Knowledge, Information Data Systems (KIDS) minimal standards for computers” replaces “five (5) years old or less”.
  - d. “Federal accountability” status replaces “Adequate Yearly Progress (AYP)” .
2. Addition of clarifying language:
  - a. Language is added indicating that as soon as accurate data become available from student information systems, the Kentucky Department of Education shall report student participation and performance in Advanced Placement classes by school and district, disaggregated to the extent permitted under KRS 160.700 and KRS 160.730, which protects the confidentiality of an individual student’s educational records.
  - b. “Or a designee” added to indicate that an individual empowered by a district superintendent may review and approve data and text in the school and district report cards.
3. Elimination of ineffective indicators of school performance or unnecessary data:
  - a. “Participation in state contests” applies poorly to middle schools and scarcely at all to elementary schools;
  - b. “The percent of classes taught by teachers participating in content-focused professional development” is both difficult in terms of precise application and a poor indicator of school or district performance, since nearly 98% of schools and districts reported 100% as a value.
  - c. Information already collected and available includes the hyperlinks to the Consolidated School and District Plans, which are available on school and district websites at present and shall be available in the Assist System when fully implemented. Other information currently required in narratives is being made available in other reports. The annual writing and rewriting of the school and district report card narratives seems a high effort activity with minimal return in value to parents and the community.

**Impact on Getting to Proficiency:**

The new accountability system will establish how schools/districts are held responsible for assuring Kentucky's students are proficient and prepared for success. The revised school report card regulation streamlines the school report card and aligns it with Kentucky's new accountability system.

**Groups Consulted and Brief Summary of Responses:**

The School Curriculum, Assessment and Accountability Council (SCAAC) will review the proposed regulation at its September meeting. The District Assessment Coordinators Advisory Group as well as the Local Superintendents Advisory Council and other stakeholder groups will be discussing the proposed revisions. Any additional feedback that is received prior to the KBE October meeting will be shared at the meeting.

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**Commissioner of Education**

**Date:**

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